

# Europeana Learning Scenario

## Title

**Native Americans as grand-coders.**

## Author(s)

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## Summary

### *Table of summary*

Subject	English (ESL), IT
Topic	This scenario is intended for English (ESL) and deals with history and culture of the US, Native Americans, and the way they communicated.
Age of students	12-15
Preparation time	4 hours
Teaching time	45 min.
Online teaching material	<ul style="list-style-type: none"> <li>- Projector</li> <li>- Computers or other devices with the Internet access – one for each group (for Google search, Europeana and other sources display, YouTube movies display).</li> </ul>
Offline teaching material	<ul style="list-style-type: none"> <li>- Sketches/portraits of Native Americans</li> <li>- Colourful paper feathers</li> <li>- Beads, tapes, twines, straps, thread</li> <li>- Crayons</li> <li>- Pencils</li> <li>- Glue</li> <li>- Scissors</li> </ul>
Europeana resources used	<ol style="list-style-type: none"> <li>1. <a href="https://www.europeana.eu/portal/en/record/9200579/fkixy98d.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/fkixy98d.html?q=native+americans</a></li> <li>2. <a href="https://www.europeana.eu/portal/en/record/9200579/fbznrr69.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/fbznrr69.html?q=native+americans</a></li> <li>3. <a href="https://www.europeana.eu/portal/en/record/9200579/dwwa3fm9.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/dwwa3fm9.html?q=native+americans</a></li> </ol>

4.

<https://www.europeana.eu/portal/en/record/9200579/ssm7c877.html?q=native+americans>

5. [https://www.europeana.eu/portal/en/record/9200387/](https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117254010.html?q=native+americans#dclid=1555344478311&p=11)

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6. [https://www.europeana.eu/portal/en/record/9200387/](https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117272329.html?q=native+americans#dclid=1555344478311&p=14)

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### Integration into the curriculum

This scenario covers the national curriculum of Poland with the demands to provide students with cultural heritage worldwide to broaden minds and equalize the chances between Polish pupils and those from other countries. Moreover, students will develop critical thinking and thanks to searching for information on the Internet, pupils will learn how to use digital tools safely and productively (and those cover other national curriculum demands).

### Aim of the lesson

By the end of the lesson students will get familiar with how Native Americans communicated before the US was established, and, what is more, pupils will learn various ways of coding and communicating. Moreover, students will get some background for further lessons of the series.

### Trends

- Project-based learning
- Lifelong learning
- Assessment
- Edutainment
- Visual search and learning

### 21<sup>st</sup> century skills

This scenario will help students develop critical thinking, creativity, IT skills (how to search information on the Internet, how to stay safe during the search, how to use sources), English (ESL) reading, speaking, listening, and writing skills.

## Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
<b>Introduction</b>	What is the definition of a code? – students give their ideas on the definitions and use of codes with examples (brainstorming). Then the teacher provides students with the subject of the lesson and asks them if they know any Native American codes. Later, the teacher divides the class into groups of 3-5 and explains that students will work in such groups through the entire lesson.	
<b>Part 1 – Native American dress code</b>	<p>The teacher asks students to search for pictures of Native Americans on the Internet and choose one. Having found proper pictures, students describe them. The teacher explains the meaning of clothes, hairstyle, and make-up of Native Americans displaying pictures to the students.</p> <p><i>Exemplary resources:</i></p> <ol style="list-style-type: none"> <li><a href="https://www.europeana.eu/portal/en/record/9200579/fkixy98d.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/fkixy98d.html?q=native+americans</a></li> <li><a href="https://www.europeana.eu/portal/en/record/9200579/fbznrr69.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/fbznrr69.html?q=native+americans</a></li> <li><a href="https://www.europeana.eu/portal/en/record/9200579/dwwa3fm9.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/dwwa3fm9.html?q=native+americans</a></li> <li><a href="https://www.europeana.eu/portal/en/record/9200579/ssm7c877.html?q=native+americans">https://www.europeana.eu/portal/en/record/9200579/ssm7c877.html?q=native+americans</a></li> </ol>	
<b>Part 2 – Native American writing</b>	<p>The teacher asks students to search on the Internet for Indian names and share them with other groups. Later, the teacher displays documents with signatures of English and Native Americans and asks pupils to try to decode the names from the signatures of Indians.</p> <p><i>Exemplary resources:</i></p> <ol style="list-style-type: none"> <li><a href="https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117254010.html?q=native+americans#dclid=1555344478311&amp;p=11">https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117254010.html?q=native+americans#dclid=1555344478311&amp;p=11</a></li> <li><a href="https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117272329.html?q=native+americans#dclid=1555344478311&amp;p=14">https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117272329.html?q=native+americans#dclid=1555344478311&amp;p=14</a></li> </ol>	
<b>Part 3 – Native American smoke signals</b>	<p>The teacher shortly provides students with the topic displaying pictures and a funny movie on smoke signals.</p> <p><i>Resources:</i></p> <ol style="list-style-type: none"> <li><a href="https://youtu.be/BjgmnA58jM0">https://youtu.be/BjgmnA58jM0</a></li> <li><a href="https://upload.wikimedia.org/wikipedia/commons/c/c5/Remington_The_Smoke_Signal_1905.jpg">https://upload.wikimedia.org/wikipedia/commons/c/c5/Remington_The_Smoke_Signal_1905.jpg</a></li> <li><a href="https://upload.wikimedia.org/wikipedia/commons/a/aa/John_Mix_Stanley_-_Indian_Telegraph.jpg">https://upload.wikimedia.org/wikipedia/commons/a/aa/John_Mix_Stanley_-_Indian_Telegraph.jpg</a></li> </ol>	
<b>Part 4 – Summary</b>	The teacher asks students to recall the knowledge they have gained during the lesson (brainstorming). Later, the teacher gives each group a sketch of a Native American with other 'offline materials' and asks the pupils to think of the dress code and the signature/name for their Native American. Then students decorate the sketches. All the projects will be shown on a class/school display.	

## Assessment

Peer to peer assessment - sharing views on the knowledge gained.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

The teacher gives out paper feathers to students and asks them to anonymously describe the classes they have attended and then glue the feathers with the paper circle to make an Indian plume.

### Teacher's remarks.

Students were very excited about the idea of calling Indians “coders” and transferring coding known nowadays to the past. It was great fun for the pupils to create their own Indian names as well as search for information about Native Americans on the Internet. Unfortunately, there are not many images of Indians’ smoke signals to be found online and that is why only a few students found proper pictures. The displayed sketches appeared to be interesting for other students (not taking part in the lesson) and parents as well.

### About the Europeana DSI-4 project

[Europeana](#) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet’s task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.